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ABSTRACT

This publication outlines Oklahoma statewide standards and strategies for meeting the educational needs of American Indian students and assuring meaningful participation by Indian parents and communities. The Oklahoma State Department of Education believes that all students must be educated in school environments that fully include them. In an introductory section, cross-cultural curriculum is proposed as a key strategy for achieving a fully inclusive school and an educational environment conducive to learning. The full inclusion of Indian students requires that educators recognize the importance of cultural differences, particularly with regard to belief systems. Native American studies are valuable for both Indian and non-Indian students and instruction in American Indian languages facilitates the learning of the Native culture. Other sections discuss state strategies to encourage parent involvement, provide a challenging and culturally appropriate curriculum, ensure accountability, recruit and retain more Indian teachers, and improve the quality of teachers and teaching. Also included are sections of state legislation relevant to parent involvement in school improvement plans, the parent-school relationship, parent education, staff development programs on multicultural education, recruitment and retention of minority teachers, and alternative teacher certification. State standards for elementary, middle level, secondary, and vocational and technical school curriculum and instruction are included. (SV)

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NATIVE AMERICANS: LEADERS IN THE 21ST CENTURY

A Comprehensive Statewide Plan for Indian Education

*"The children are a gift to us all, to their families,
to their Indian nations, to the United States and to the world . . .
(W)hat is lacking in us that we cannot nurture the richness of
these children?"*

**Leonard Haskie, Navajo
Indian Nations At Risk**

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STATE BOARD OF EDUCATION

RESOLUTION

The Oklahoma State Department of Education recognizes the responsibility of the State of Oklahoma to respect and honor the right of Indian people to self-determination by assuring maximum Indian participation in the field of education for Indian tribes and communities so as to provide educational services that meets the needs of the Indian student.

The State Department of Education recognizes the distinct and unique tribal Governments within the state of Oklahoma and their respective relationship to the federal government.

The State Department of Education declares its commitment to the Indian people through the establishment of this Indian Education plan. The plan shall provide for more effective and meaningful participation by the Indian people in the planning, implementation, and administration of educational services.

The State Board of Education supports the State Superintendent of Public Instruction and the State Department of Education in their efforts to take a leadership role in meeting the educational needs of the American Indian people. The State Board of Education strongly recommends the local school districts exercise initiative in implementing educational programs and curriculum to meet the needs of the American Indian people.

The State Board of Education and the State Superintendent declares and supports the concept of self-determination for the American Indian Tribes and people. It is hereby stated that the State Board of Education supports and encourages:

- programs and services to meet the unique educational needs of Indian youth and adults;*
- the involvement of tribes, communities, youth, and parents in the total educational program;*
- the incorporation of American Indian language, history, literature, and cultural heritage into the general curricula;*
- the concept of equal educational opportunity; and*
- viable programs which will permit Indian people to compete and excel in life areas of their choice.*

Native Americans: Leaders in the 21st Century

It shall be our mission to foster a cooperative working relationship among state agencies, schools, tribes, parents, and others for the preservation and promotion of culture and languages through the support of parental involvement and refinement of academic excellence to ensure Indian youth are leaders in the twenty-first century.

Indian Student Bill of Rights

The Indian Nations at Risk Task Force believes that every American Indian and Alaska Native student is entitled to:

A safe and psychologically comfortable environment in school.

A linguistic and cultural environment in school that offers students opportunities to maintain and develop a firm knowledge base.

An intellectually challenging program in school that meets community as well as individual academic needs.

A stimulating early childhood educational environment that is linguistically, culturally, and developmentally appropriate.....

Equity in school programs, facilities, and finances across Native communities, and in schools run by the federal government and public school in general.

Student Outcomes

Native American youth will be thinkers and problem solvers.

They will also be contributors, achievers, and producers. This will ensure they will become more involved citizens while retaining their unique cultures and languages. By contributing their time, energies, and talents, they will improve the welfare of themselves and others and the quality of life in their local and global environments.

As thinkers, the young people will exhibit, through understanding, how to develop and use multiple frames of reference to identify and apply available information and resources in reasoning, decision making, and complex problem solving. As problem solvers, the youth will adapt easily as they anticipate, assess, and resolve the problems and challenges that accompany the rapidly changing political, economic, environmental, and social conditions of modern life.

Native American youth will be able to express clearly positive core values in order to create a vision for their future. They will set priorities and goals, create options, and take responsibility for pursuing these goals, and will monitor and evaluate their progress. As a result they will become contributors and producers who will use effective leadership and group skills to foster, develop, and sustain supportive relationships between others in their culture, in their work, in their communities, and in their family settings.

"Full inclusion of all children in the teaching and learning process ensures that all children learn . . ."

The Oklahoma State Department of Education believes that all students must be educated in school environments which fully includes them. School environments include all curricular, cocurricular and extracurricular programs and activities. Full inclusion means that all children must be educated in culturally relevant, heterogeneous, age-appropriate, child-focused classrooms, within the school environments for the purpose of preparing them for participation in our culturally diverse and integrated society.

The vision of full inclusion is based on the belief that every person has the right and the dignity to achieve his or her potential within the community. Full inclusion means accessibility, proximity, right of association, values, and diversity. Full inclusion also means attending classes with same-age peers in an instructionally and developmentally appropriate class and participating in school and community activities which maximize the social development of everyone.

An integral correlate to full inclusion and achievement is high expectations of all learners. All members of the fully inclusive school support the belief that all students can learn and that friendship, respect and harmony among all living beings is a desired school outcome. Fully inclusive schools promote a climate and community of learning characterized by high expectations for everyone. Each student is expected to be a successful learner and establish harmonious relationships with all students.

In a fully inclusive community of learners, everyone learns cooperatively as well as competitively. Schools are both places of learning and social institutions. A fully inclusive school values friendships, respect, and diversity as significant outcomes to schooling. Learners recognize that regardless of an individual's talents and/or limitations everyone has a role and everyone can contribute to one another's learning and growth. The school and community members in a fully inclusive school believe each person brings something of value to the school.

The school climate in a fully inclusive school emphasizes collaborative, collegial networks of learners, professionals, families, and communities. Teaching practices utilized are cooperative learning, peer tutoring, community-referenced instruction, multimodality instruction, metacognitive instruction, diverse and dynamic learning environment, individual attention to each learner's needs, and supported learning.

Strategies

Ensuring a School Environment Conducive to Learning

- Having a principal who is an instructional leader is an important characteristic of effective educational programs.
- The school instructional programs must be academically challenging with high student expectations.
- The school must be a place where students are accepted, comfortable and safe.
- The physical setting of the school can influence a student's attitude about schooling and educational pursuits.
- Extracurricular activities are an important part of a student's development.

History, Culture, and Language

Seek

Seek the knowledge
Of Yesterday
That you may
Know today.

Seek the knowledge
Of today
That you may
Know tomorrow.

Seek the knowledge
Of all Time
That you may
Know yourself

Michael D. Avritt

San Felipe Pueblo, *Winds of Change Magazine*, Winter 1992

Native Americans have established their own nation-states. They have established their own social and political laws, customs, and institutions. Each nation-state has created and put into operation a set of complex institutions through which it resolved social and intellectual problems and made sense of the phenomena of human existence.

People do not deliberately and consciously set out to learn their own native culture; they learn simply by having been born into it, by being exposed to it—**by being in it**. Later in life, learning of one's own culture may well become more formal and deliberate.

Culture learning is a matter of learners understanding the world they live in which brings about a consensus of opinions and behavior. Culture learning is open to the possibility that in the process each individual's own thought and feelings system might be strongly influenced and even greatly changed.

Culture learning marks a beginning of growth in that wisdom which is so essential for our day and age. The more effective and widespread culture learning is, the better our chances for building a human community suited to the needs and desires of the people who comprise it.

When educators debate the effects of cultural differences on educational practice, they are normally concerned with issues of language, learning patterns, and preferred communication styles. **Seldom do they consider how differences in belief systems might affect educational practice.** The lack of knowledge about these belief systems has led to discriminatory treatment of Native American students. Educators must understand and respect Native American belief systems before they can begin to improve the educational experiences of Native American children.

To engage in culture learning or cultural education, it is important to become sharply aware of two equally powerful ideas.

- A person's culture plays a central and controlling role in one's own life. Once this idea becomes clear to us, it seems so obvious that we wonder how we could have ever ignored it--yet it is in the nature of culture not to make itself apparent. Persons who have attempted to learn another culture are likely to believe there are important differences among peoples.
- The people of all cultures have an equal stake in the future of the planet Earth.

Strategies

The State Department of Education believes cross-cultural curriculum studies should be included in the school curriculum for the following reasons:

- The Native American experience, in any fair and substantial sense, has been omitted from the curriculum of schools in America and, without it, neither Native American students or other ethnic groups are educated for the hard realities of their time.
- The Native American student has a very special need for a sound program of Native American studies, for it serves two essential purposes:
 - ◆ It helps him/her, perhaps more than anything else, to answer questions concerning their identity. Before they can know where they are going, they must first know where they have been.
 - ◆ For any effective leadership, especially of a minority people, it must be based upon a knowledge of their past and a comprehensive knowledge of their present condition, out of which a sense of their aspirations and destiny grows.
- The non-Indian student also has an urgent need for systematic exposure to at least the fundamental aspects of Indian and other ethnic studies programs. The typical non-Indian students bears burdens of the past and present information and experiences which often leads him/her deceptively to taking a position of being anti-Indian (anti-minority), indifferent, or patronizing. These positions result inevitably from biased or inadequate information. Such positions, during the decades immediately ahead, can only lead to disaster.

In an effort to ensure Native American children develop a full appreciation for the culture in which they belong, it is imperative they retain their own native language. In an effort to secure the full recognition of native languages in the home, the community, and the public schools, the **State Department of Education recommends that an alternative process for certifying proficiency of the language be established. We further recommend that the responsibility of documenting the proficiency level in a particular Native American language be the responsibility of each tribe or nation.**

The State Department of Education recognizes that language studies traditionally in the state of Oklahoma have been primarily provided through the classic languages—French, Spanish, German, Latin. Until we have established Native American language programs within our state colleges and comprehensive universities, we will need to rely on the expertise of those persons who have had the foresight to retain and maintain a level of proficiency of their Native American language. Unfortunately, today many of our institutions of higher education have not included Native American languages in their language offerings. Research shows that a child who enters school and has the ability to speak another language other than English will learn other languages with little difficulty.

Native American language in Oklahoma is a natural resource that has not been valued. The State Department of Education does hereby recognize its worth and is placing a value on Native American language. By doing so, this value can be used as an asset, e.g., raise self-esteem; promote tribal identity and involvement; provide preservation of heritage, tribal integrity, greater respect and understanding of Native American culture; and can be used for academic credit in public schools. If a Native American language is to be held secure and intact, instruction must begin in the home, become a priority with each Indian tribe or nation, be reinforced in the schools, and accepted in the community.

Parents' Role in Indian Education

Parent involvement is an essential element in Indian Educational programs. All educators recognize the family as an influential factor in the growth and development of the child; teachers and parents are viewed as partners in helping the child reach maximum potential. Parents of Indian children can be meaningfully involved in a number of ways: through joint decision-making, in improved school/community relations, as allies in problem-solving, and most importantly, as part of a comprehensive service delivery system. Teachers need parent participation in program activities so they can learn about various roles that are important to their children. These roles include the teacher, curriculum developer, counselor, assessor of skills, evaluator, social worker, disseminator, part-time administrator, and all other school-related personnel. Parents and children will benefit as these roles are carried over into the home.

There is a need for parents to provide an interest and encouragement for their children to succeed, to foster in the home a respect and belief in the importance of education and to assure that their children attend school regularly. Involvement of Native American parents with their students and in the community is extremely important.

There is a need for organized Indian parent committees to be valued contributors to the boards of education and administration of each school district. School districts need to support and facilitate the efforts of Indian Education programs to reform and improve school programs. School districts need to develop and establish, in cooperation with local parents, a long-range plan for Indian Education.

Recommendations for Parents of Native American Children

- Take responsibility for being your children's first and most important teacher, especially in the development of their language base.
- Become active in school and other activities to ensure that the school meets your expectations and to show support for schooling as important to your children's development. Such a partnership requires that parents have:
 - ◆ First hand knowledge of the classroom experience which plays a major role in the child's life.
 - ◆ Direct contact with other parents in the lives of Native American children.
 - ◆ The technical skill to evaluate, complement, and extend the educational experiences of their children.
 - ◆ The opportunity to share more information about the background of their children.
 - ◆ A more active role in supporting the school and becoming familiar with its programs.
 - ◆ The opportunity to share in their childrens' development, and
 - ◆ The opportunity to enrich their own lives through meaningful contributions to their community.

"WHILE THE PRIMARY AIM OF PARENTAL INVOLVEMENT IS TO BROADEN THE LEARNING OPPORTUNITIES FOR CHILDREN, THERE ARE SIDE ADVANTAGES FOR THE TEACHER, THE SCHOOL, THE COMMUNITY, AND THE PARENT. . ."

- Work with your local, tribal, state, and national political representatives to ensure that proper attention is paid to improving schools and schooling.
- Develop your parental skills and continue learning throughout life.
- Hold schools accountable for educational outcomes.

STRATEGIES

The State Department of Education will encourage parental involvement. Parental involvement may require encouragement for parents who might not have happy memories of school experiences. With an effective home/school communication system, it is possible to have all parents observe their child in the classroom. By having monthly parent group meetings, the teacher can suggest that parents visit their child's classroom by scheduling a particular week for a certain family to make a school visit. By scheduling a specific week (rather than a specific day), Native American parents will, in all likelihood, visit the classroom sometime during the week. Parents could be given an observation checklist which they could fill out on their own. By having such a checklist, parents become participants in the classroom rather than feeling like outsiders. Parents can then begin to appreciate and to experience the daily workings of a classroom. The teacher could also make an appointment with the family to make a home visit in the evening, on the same day, or the day after the parent observation.

Volunteering to work in the schools is one of the first activities that comes to mind in discussing parental involvement. However, not all parents are comfortable to begin their involvement by working directly with children in the classroom, so alternative ways must be considered. Such opportunities might include **large group social activities**: powwows, potluck dinners, carnivals, pie socials; **small group activities**: Saturday afternoon roller skating, softball, ceramics, sewing, swimming, bingo, etc. These activities may include the entire family and school personnel.

Effective parent involvement does not come easy. It takes time and effort. Parent involvement is successful only when schools and parents make a definite commitment to the value and purposes of the involvement. The volunteer parent used as a teacher's assistant needs to have some instruction and clear guidelines as to the extent of the role of a teacher's assistant. Without this, the parent often feels used and has a negative feeling about learning or about school. The parent also needs to know that the services he/she is offering are a direct value to the children's learning. Parent volunteers are interested in helping the teacher ensure that all students are successful.

Parents foster a respect and belief in the home about the importance of education by serving as role models through active involvement in school activities such as parent/teacher organizations, school board meetings, and attendance at school functions (curricular and extracurricular). Parents will be involved in defining and developing the total curriculum of the school district and not be limited to just Indian-related curriculum units.

Parents will be involved in district curriculum advisory committees. **HB 1017, Section 39** - *Each local board of education shall, after convening an advisory planning committee which includes teachers and **parents**, and after holding at least one public hearing, adopt a four-year school improvement plan for the district. School districts should incorporate specific language requiring Indian parent involvement in areas where board rule requires parent and/or community involvement.*

HB 1017, Section 34 - It shall be the policy of the State Board of Education to encourage each public school to explore outreach opportunities such as agreements with **parents** of each child enrolled in the school.

- (1) Such agreements may describe the beneficial relationship between **parental interest** and pupil achievement and provide an agreement that a child will achieve higher levels of competency if parents will guarantee that their child will attend school, behave satisfactorily while there, and complete homework . . .
- (2) Such agreement may also emphasize the importance of **parent-teacher conference**. The agreement should note the days of the school year reserved for professional meetings and staff development and state that on these days teachers are available to meet with parents. Teachers should also be encouraged to schedule conferences to accommodate working parents. Teachers should strive to hold at least one conference with each student's parents at least once each semester.
- (3) The State Board of Education shall also establish a program for encouraging private employers to give employees who have children in preschool programs, kindergarten, or school programs time off to visit the schools for parent-teacher conferences at least once each semester.

HB 1017, Section 35 - The State Board of Education shall develop and implement a program of **parent education** which provides practical information and guidance to parents regarding the development of language, cognition, social skills, and motor development of young children. The program shall be phased in so that services will be available to parents of children under age three (3) in school districts identified by the Board as having the greatest numbers of children who are considered to be at risk in education by the 91-92 school year. The Board shall expand the program each year to ensure that a parent education program is offered within all school districts by the 1994-95 school year.

The program shall emphasize the importance of the **parents** as a child's first and most influential teachers. The parent education programs currently offered in other states should be examined as possible models for the Oklahoma programs.

HB 1017, Section 51 - The local boards of Education of this state shall establish staff development programs for the certified and licensed teachers and administrators employed by said board. Such programs shall be adopted by each local school board based upon recommendations of a staff development committee appointed by the school board for said district. Such staff development committee shall include classroom teachers, administrators and parents of the local school district and shall consult with higher education instructors . . . Each program adopted shall include a component of training in **outreach to parents** and in **multicultural education**, which all personnel defined as teachers in Section 1-116 of this title shall be required to complete on a periodic basis . . .

Educational Programs

Educational programs need to emphasize basic skills development that are included in the **Learner Outcomes: State Competencies** for the state of Oklahoma. By reinforcing academic achievement in the early grades, Native American students will be better prepared for the schooling process. These programs must also provide social, emotional, as well as academic success. Parent educational programs (birth to 3 years of age) need to take on special emphasis in communities with high populations of Native Americans. A priority needs to be placed on language, mathematics and science programs, career education, and the development of drug and alcohol awareness programs for Native American students. Public schools must better prepare Native American students for postsecondary education.

By the 1993-94 school year all school districts of the state must have an implementation plan for Standard IV of the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools and the Learner Outcomes. The school's curriculum will meet the needs of Native American children by incorporating materials and information about Native Americans into the general curriculum. School districts need to conduct local needs assessment for Indian children to determine and incorporate Indian parent views and recommendations into the education program for the Indian child. Indian parents will be encouraged to be active in curriculum decisions affecting the entire district. Schools will foster learning that is consistent with the cultural lifestyle of Native American people.

The school districts and the State Department of Education must provide curriculum which accurately reflects the pluralistic nature of the student body and enforces a statewide standard (HB 1017, Section 51) regarding the inclusion of Native Americans in the curriculum of public school. Study skills and orientation with an emphasis on notetaking and use of the library media center will be initiated. Increased Native American

participation in extracurricular activities will be encouraged by providing extracurricular activities that reflect the native cultures.

Provide a Challenging and Culturally Appropriate Curriculum

- Exposure to a challenging curriculum improves academic performance among students.
- Schools that adjust their curriculum to accommodate the variety of cultures served are more successful than schools that do not.
- The perspective from which a school's curriculum is presented can significantly influence Native American students' attitudes toward the school, schooling in general, and academic performance.
- Schools that respect and support a student's language and culture are significantly more successful in educating those students.
- The historical and practical knowledge base of the community served must be valued and serve as a starting point for schooling.
- The amount of concentrated time spent on learning English, mathematics, and other core subjects will influence how well those subjects are mastered.

Recommendations for School Officials and Educators

- Promote and maintain high expectations for all students. Teach them the skills they need to prepare for vocational, technical, business, or other professional careers.

- Make the instructional program academically challenging. Integrate the contemporary, historical, and cultural perspectives of Native Americans. Give education a multicultural focus to eliminate racism and promote understanding among all races.
- Establish and enforce a code of conduct for students, teachers, and administrators.
- Make the school a comfortable and safe place. Keep it free of alcohol and drugs.
- Develop, recruit, and retain top quality teachers and administrators. Encourage and reward them. Seek out educators from the Native American community who can serve as role models.
- Monitor the progress of students, use appropriate evaluation and assessment information to improve instruction, and share the results with parents.
- Welcome parents, tribal leaders, and other members of the community. Show them how to become involved in their children's education.
- Help students explore the connection between what they learn in school and what they need to know to experience productive and satisfying lives. Encourage students in efforts to find jobs, seek advanced training, or go to a university.
- Work with the providers of health and social services to help reduce the difficulties facing many Native American children.
- Form partnerships with local colleges, business and industry, tribes, and other community organizations to expand the human and financial resources of schools.

Ensure Accountability

- School district officials must be held accountable for the effects of their policies on student performance.
- Schools with high-performing students are those in which achievement is carefully monitored and results are regularly shared with parents and community members.
- Curriculum and assessment should be driven by the goals that the State, school, parents, and community set for the school.
- Using assessment results to guide curricular and instructional changes improves student achievement.

Strategies

The Indian Education section will develop and maintain a statewide report on Indian achievement, retention, and suspension as well as a report on school districts receiving Indian education project grants.

Funding will be solicited from state legislators to provide greater support at the state level of programs that will enhance the education of the Indian youth.

With the implementation of Standard IV of the **Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools** and the **Learner Outcomes: State Competencies**, the Indian children will be guaranteed the opportunity to benefit from their native culture by incorporating relevant and related curriculum material.

The State Department of Education encourages school districts to utilize the following criteria in the development of Native American curriculum materials.

- The materials should contribute to the development of positive attitudes and reinforce the academic requirements of Oklahoma and the school district.
- The materials should contribute to worthwhile human relationships.
- The materials should stimulate discussion regarding human problems and concerns.
- The materials should stimulate differing points of view.
- The materials content should be accurate in relation to the most recent knowledge of the subject.
- The materials should avoid negative stereotypes and present true-to-life situations when necessary.

Educational Staff

"One is born faceless into the world, the task of education is to form your face—the face of an artist, a doctor, a scientist, a warrior. The teacher cultivates confidence in your heart thus creating men and women with noble faces and firm hearts . . ."

Winds of Change Magazine, Winter issue 1992, University of California.

There is a need for more certified Indian teachers, especially in the areas of special education and vocational education. Indian teacher training programs that are currently available need to attract more Native Americans into the teaching profession.

There is a need to aggressively promote affirmative action among the education professions so that more Indians teachers can be recruited and retained in the schools. Generally there is a need to identify Indian adults who are accepted by students, and who can assist, contribute, and work in the schools.

OS 70-6-130 Recruitment, Retention, and Placement of Minority Teachers

The State Board of Education is hereby directed to work with the Oklahoma State Regents for Higher Education in the interests of recruiting, retaining and placing minority teachers in the public schools of the State of Oklahoma. Such efforts shall include, but not be limited to:

- 1. the provision and coordination of support services to teacher training programs in the appropriate state institutions of higher education, including mentoring and financial assistance to minority students who intend to become teachers;***

2. **the development and implementation of standards for effective multicultural teacher training, as required in Section 51 of this act;**
3. **the establishment of a recruiting program for potential minority teachers complete with focus on specific audiences, including high school juniors and seniors who qualify for loans and scholarships;**
4. **the hosting of conferences designed to improve professional practices that effect minority teacher recruitment and retention; and**
5. **the creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession. Such activities shall include the encouragement of future teacher clubs and the creation of a program similar to the South Carolina Teacher Cadet Program, which seeks to offer students of good academic ability the opportunity to study the art and science of teaching.**

OS 70-6-122.3 Alternate Certification Program

- A. **Beginning July 1, 1990, the State Board of Education shall grant an Alternative Program teaching certificate to a person who makes application to the State Board and meets all of the following criteria:**
 1. **Holds at least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education;**
 2. **Has completed a major in a field that corresponds to an area of specialization for a Secondary Certificate in mathematics or science or a foreign language;**
 3. **Declares the intention to earn Provisional Level I Certification by means of the Alternative Certification Program in not more than three (3) years and the intention to earn Standard Certification by means of the Alternative**

Certification Program in not more than five (5) years. For the purposes of the Alternative Certification Program only, the requirements for the Professional Education component required for State Certification shall be as follows:

Provisional Level I Certificate	10 semester hours
Provisional Level II Certificate	14 semester hours
Standard Certificate	18 semester hours

Such requirements shall exclude all student teaching requirements pursuant to the provisions of subsection D of this section;

- 4. Has passed the curriculum examination(s) in the area of specialization for which certification is sought; and**
 - 5. Presents a document from an accredited public school district in this state offering employment in the area of specialization for which certification is sought on condition that the person enroll in an Alternative Certification Program approved by the State Board of Education. The certificate granted pursuant to this subsection shall be considered a "valid certificate of qualification" for the purposes of Sections 6-107 and 6-108 of Title 70 of the Oklahoma Statutes, and the holder of such certificate shall be considered an "entry-year teacher" for the purposes of Section 6-154 of Title 70 of the Oklahoma Statutes.**
- B**
- 1. Said certificate shall be renewed without necessity of certification each year for not more than two (2) years upon presentation of a document from an accredited public school district in this state offering renewed employment in the same area of specialization and a document from a teacher education institution verifying satisfactory progress in the appropriate Alternative Certification Program.**
 - 2. Until such a time as the participant in the Alternative Certification Program has been awarded a Standard Teaching Certificate by the Oklahoma State Board of Education, such participant shall be subject to the following limitations:**
 - a teaching only secondary mathematics classes which are more advanced than Algebra I, for participants with an area of specialization in the area of mathematics;**
 - b. teaching only secondary science classes which are more advanced than General Science, for participants with an area of specialization in the area of science; and**

- c. **teaching only secondary foreign language classes, for participants with an area of specialization in foreign languages.**

C. Persons enrolled in an Alternative Certification Program shall:

- 1. Have never been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools and by the Oklahoma State Board of Education to offer teacher education programs, nor have entered and subsequently failed to successfully meet the minimum requirements of such program;**
 - 2. Have been admitted to a teacher education program that meets the specifications provided in paragraph 1 of this subsection and complete, or have completed or enrolled in, not less than six (6) semester credit hours recognized for Alternative Certification Program credit before commencing teaching duties;**
 - 3. Document at least five (5) years of work experience outside of education which was related to the subject area of specialization;**
 - 4. Have on file with the director of teacher education at an Oklahoma institution of higher education a plan for meeting standard certification requirements within five (5) years;**
 - 5. Participate in the Entry-year Assistance Program, Section 6-152 et seq. of Title 70 of the Oklahoma Statutes; and**
 - 6. Have the same duties and responsibilities as other Entry-year Assistance Program participants.**
- D. Student teaching and prestudent teaching field experience shall not be required of Alternative Certification program participants for Provisional Level I or any subsequent certification. At such time as a participant in an Alternative Certification Program has completed the other course requirements for Provisional Level I Certification and has been recommended for certification pursuant to the Entry-year Assistance Program, the State Board of Education shall grant the certificate. Award of the Provisional Level I Certificate under the Alternative Certification Program shall constitute satisfaction of all admissions requirements for standard certification.**

E. Each teacher education institution shall provide the Office of Accountability an annual report regarding participation in the Alternative Certification Program. (70-6-122.3)

Enacted by HB 1017, Section 23 of the 1989 Special Session

Counselors and school personnel working with Indian students need to be knowledgeable about the Native American child and his or her social/cultural background and to be more aware of the Indian child's unique experiences and special needs. Counselors must have knowledge of the community-based resources available to American Indian students.

Teacher training programs in colleges need to be improved so that graduates are more sensitive to and professionally able to provide for unique and special needs, and to recognize curriculum that will prepare students for teaching Indian children. The programs must also incorporate relevant and related student teaching assignments into the experience of students who will be or desire to be teachers of Native American children. A focused effort related to Indian teacher training is needed.

There is a need for school personnel to have human relations training to improve communication between teachers and Indian students. All school personnel including teachers, counselors, social workers, etc., should be required to periodically attend workshops related to Indian Education. (HB 1017 requires that all staff development plans include inservice on multicultural education and parent outreach.)

Indian paraprofessionals will be recruited to work with teachers. Adequate training and understanding relative to chemical use and abuse and dependency will be provided for teachers. It is a must to encourage and recognize teachers who demonstrate special initiatives in serving Indian students.

Improving the Quality of Teachers and Teaching

- Individual teachers have an important role in promoting intellectual growth among students.
- High teacher expectations, well-trained teachers, well-thought-out lesson plans, and well-organized classes all influence a student's ability to succeed in school.
- Teachers from Native American communities in which they serve communicate more effectively with Native American students than teachers who are new to the communities.
- Competent, sensitive, fair teachers are significantly more successful with students than are teachers who do not display these characteristics.
- Teachers should recognize that there are a variety of learning styles and adapt their teaching methods to the individual learner. At the same time teachers should build upon and expand the individual student's approaches to learning.
- The appropriate use of computer-assisted instruction and modern technology enhances the effectiveness of teachers.

Strategies

Technical assistance will be provided to the school districts receiving Indian education project grants.

The State Department of Education will implement staff development training for all school personnel on multicultural education and parent outreach.

The State Department of Education working with other agencies will provide training and understanding relative to chemical use and abuse and dependency.

The State Department of Education will encourage school districts to actively recruit Indian educators.

CHAPTER 35. STANDARDS FOR ACCREDITATION OF ELEMENTARY, MIDDLE, SECONDARY AND AREA VOCATIONAL AND TECHNICAL LEVEL SCHOOLS

SUBCHAPTER 3. STANDARDS FOR ELEMENTARY, MIDDLE LEVEL, SECONDARY AND AREA VOCATIONAL AND TECHNICAL SCHOOLS

PART 7. STANDARD IV: CURRICULUM AND INSTRUCTION

210:35-3-61. Statement of the Standard

The curriculum translates the school's statement of philosophy (and/or mission) and goals into learning objectives and activities. The core curriculum shall be designed to teach competencies for which twelfth-grade-level students shall be tested. The curriculum shall be designed to prepare all students for employment and/or post secondary education. The school shall use varied measures to determine the extent to which individual students are achieving the goals and levels of competencies. The instructional program is designed to impart knowledge and skills, assist students in learning the process of inquiry and develop attitudes, interests, and values essential to the successful functioning of an individual in a democratic society. Instruction is based on the selection and implementation of activities which enable each student to achieve the goals and objectives of the curriculum. Curricular activities are learning activities within the instructional process that occur in an accredited course during the school day to assist students in achieving the Learner Outcomes for Oklahoma. The co-curricular activities are an integral part of instructional programs which foster Learner Outcomes that are consistent with the stated goals and objectives of the various disciplines. To accomplish these stated goals and objectives, selected activities may be offered off campus as an extension of the classroom instruction. Extracurricular activities enhance the educational process but are not essential to the achievement of Learner Outcomes.

210:35-3-66. Curriculum

- (a) Quality programs shall be accessible for all students.
- (b) The curriculum shall reflect the school's statement of philosophy and goals.
- (c) The written curriculum shall include State Learner Outcomes; the expected outcomes shall be appropriate to and sequenced for the grades and age levels served.
- (d) The school shall develop a yearly site improvement plan which focuses on procedures through which the results of instructional assessments are used to initiate program improvements and curricular changes. The plan will identify at least three student subgroup targets at each site.

(e) The school shall provide an organizational structure and an instructional program which allow each student to progress in accordance with her/his individual growth and development.

(f) The curriculum shall reflect principles of human growth and development and the specific learning theories accepted by the school.

(g) The curriculum shall reflect the needs, the goals, and the values of the community.

(h) The curriculum shall utilize the resources of the community.

(i) The curriculum shall be developed, evaluated, and revised by the professional staff, with the appropriate involvement by the community and the students.

(j) The curriculum shall be broad in scope and shall provide a wide range in student rate, readiness, and potential for learning through a balanced program of experiences. It shall place emphasis upon the development of cognitive, psychomotor, and effective skills, plus the knowledge and competencies that establish bases for understanding. All students must initially gain literacy at the elementary and secondary levels through a core curriculum.

(1) Students must develop skills in:

- (A) Reading
- (B) Writing
- (C) Speaking
- (D) Computing
- (E) Quantitative and Spatial Thinking
- (F) Critical Thinking

(2) Students therefore must demonstrate competency in the Learner Outcomes in the following areas:

- (A) Social Studies
- (B) Language Arts
- (C) **Foreign Languages**
- (D) The Fine Arts
- (E) Mathematics
- (F) Science
- (G) Technology Education
- (H) Comprehensive Health
- (I) Computer Education

Section §70-11-103.6. They also must learn about cultures and environments - their own and those of others with whom they share the earth. The curriculum shall provide for a hands-on career exploration program for grades 6-10 in cooperation with vocational-technical schools.

The core curriculum shall be designed to teach the competencies for which twelfth-grade-level students shall be tested and shall be designed to prepare all students for employment and/or postsecondary education.

(k) The program shall emphasize the interrelationships among areas of learning.

(l) Procedures shall be established and implemented which foster vertical and horizontal program articulation (scope and sequence) within the school and with affiliated schools.

(m) Learner Outcomes shall be in writing and shall be available to parents and teachers. Such outcomes shall be reviewed periodically and shall be utilized in assessing student performance on Learner Outcomes.

(n) The instructional staff members shall participate in the selection of appropriate content, methods, teaching materials, and learning activities used to achieve the learner outcomes and the school's goals.

210:35-3-67. Instruction

(a) Special instruction, services, materials, and testing programs shall be available for those students having exceptional needs.

(b) The overall educational program shall incorporate high expectations and successful experiences for all students.

(c) Students and parents shall be informed about the learner outcomes for each component of the student's program and about the activities to be undertaken to help the student achieve those outcomes.

(d) The placement of students in instructional skill groups within classes shall be reviewed frequently and adjustments shall be made in accordance with student needs and Learner Outcome performance.

(e) All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, and cultural groups and the avoidance of sex stereotyping.

(f) Appropriate instructional materials and equipment for each area of the school's program shall be provided in the amount and types needed to accomplish the Learner Outcomes.

(g) Students and parents shall be informed in writing about their rights and responsibilities pertaining to the school program.

(h) The school shall protect the legal rights of students and parents as those rights relate to the school program.

(i) Instructional methods shall provide for cooperative group learning in addition to competitive and individualized learning formats.

(j) Learning activities and assessment procedures shall be congruent with Learner Outcomes.

(k) Learning activities shall be supported by supplementary or alternative instructional services as required by individual student needs.

(l) Teacher/student interaction shall be utilized in planning of evolving instructional options for learning activities.

(m) All activities to teach Learner Outcomes shall provide for the different learning styles of students by including a diversity of appropriate learning opportunities.

(n) Learning activities shall provide for the use of a variety of instructional materials and equipment.

(o) Teachers shall use classroom practices which make the most productive use of class time.

(p) The school's administrators shall ensure procedures and regulations which protect student learning time.

210:35-3-68. Assessment

(a) The principal, teachers, and parents shall be responsible for assessing the effectiveness of the program and for planning improvement of the program.

(b) Students shall receive regular and frequent assessment of their progress toward achievement of learner outcomes. Those assessments are to be used by the teacher to alter teaching strategies as the need for that arises.

(c) The school shall evaluate the major aspects of its program through use of written procedures and criteria for monitoring student progress.

(d) Evaluation data derived from a variety of measures shall include information on:

- (1) Student achievement.
- (2) Student attitudes toward school.
- (3) School climate.
- (4) Attitudes and expectations of parents.

- (e) Student achievement data shall include when appropriate:
- (1) Norm-referenced tests
 - (2) Criterion-referenced tests
 - (3) Teacher-made tests
 - (4) Vocational assessments
 - (5) College admission and placement tests
- (f) A variety of assessments shall be used to evaluate the performance of each student in order to improve instruction.
- (g) The school shall provide diagnostic and prescriptive services for special class placement of exceptional students.
- (h) The results of the school's student assessment program shall be used to modify curriculum and instructional methodology. The assessment program shall include criterion- and where appropriate, norm-referenced tests.
- (i) The school shall make appropriate use of follow-up information concerning its former students to assist in the assessment and improvement of the program.
- (j) Through written reports and individual conferences, parents shall be informed frequently and regularly about student progress.

210:35-3-69. Climate

- (a) The school climate shall be conducive to learning.
- (b) The school staff shall assess its climate, share the results of the assessment with the staff, and have a plan for maintaining an atmosphere that is responsive to the needs of the students.
- (c) There shall be activities within the school that provide for and/or facilitate the positive self-esteem of students and staff members.
- (d) The school shall provide appropriate opportunities for involving students, parents, staff members, and community representatives in decision-making.
- (e) The school shall assist parents in developing those skills and attitudes necessary for helping their children succeed in school.
- (f) The school shall provide a handbook for students, parents, and teachers which includes information on such matters as homework policies, behavior codes, grading policies, and other kinds of information important to students, parents, guardians, and staff members. The behavior code shall be developed with the appropriate involvement of students, staff, and parents.

(g) The school shall provide organizations, activities, and leadership groups that offer opportunities for recognition of student accomplishments.

(h) Parents shall receive regular and frequent communication from the school. Other members of the community shall be kept informed about school activities.

(i) The school shall have procedures to address absenteeism, vandalism, and disruptive student behavior.

(j) Students shall be appropriately involved in the development and monitoring of the school's rules of conduct and scholarship standards.

SUBCHAPTER 5. ADDITIONAL STANDARDS FOR ELEMENTARY SCHOOLS

PART 7. STANDARD IV: CURRICULUM AND INSTRUCTION

210:35-5-31. Program of studies

(a) Tuition-free developmental kindergarten education shall be provided for all students in the attendance area. If the school offers a early childhood education program (4-year-olds), the program may be provided on a tuition-free basis to Head Start qualifiers. Such programs may be offered in the school or elsewhere, provided the facility is in compliance with all state early childhood regulations.

(b) All students must initially gain literacy according to their potential at the elementary level. The program of studies shall be broad in scope and shall provide for a wide range in student rate, readiness, and potential for learning through a balanced program of experiences. It shall place emphasis upon the development of cognitive, psychomotor, and effective skills for all students plus the knowledge and competencies that establish bases for understanding. The Learner Outcomes should be integrated throughout the program of studies. Such a program necessitates learning experiences in language arts, mathematics, science, social studies, health and safety, physical education, the arts, computer education, awareness of foreign language K-3, and introduction to foreign language 4-6.

(1) The program shall facilitate the development of proficiency in:

- (A) Reading
- (B) Spelling
- (C) Expressing ideas
- (D) Speaking clearly
- (E) Writing
- (F) Information Skills
- (G) Solving problems
- (H) Keeping healthy
- (I) Listening
- (J) Basic computational skills

- (K) Quantitative and Spatial Thinking
 - (L) Awareness of career opportunities
 - (M) Mastering study skills
 - (N) Using higher order critical thinking skills
 - (O) Observing carefully
 - (P) Participating effectively in groups
 - (Q) Enjoying aesthetic experiences
 - (R) Creative expression/fine arts
- (2) The program shall facilitate behavior based upon:
- (A) Understanding and acceptance of self
 - (B) Honesty and integrity
 - (C) Loyalty to democratic ideals and processes
 - (D) Responsibility for one's action
 - (E) Appreciation and understanding of diverse cultures
 - (F) Willingness to accept and effect desirable changes
 - (G) Respect and concern for others
 - (H) Effective use of time, money and natural resources
 - (I) Social interaction skills

SUBCHAPTER 7. ADDITIONAL STANDARDS FOR MIDDLE LEVEL SCHOOLS

PART 7. STANDARD IV: CURRICULUM AND INSTRUCTION

210:35-7-31. Program of studies

(a) The educational program shall be consistent with the philosophy and goals of the school and shall be grounded in the acknowledged functions and goals of middle level education. The design and content of the program shall be consistent with the diverse general and special learning needs of the school's students at their varying stages of intellectual, social, emotional, and physical development. The program shall be well-articulated and learner outcome-oriented, structured to provide a wide range of learning experiences. The educational program shall emphasize the following concepts:

- (1) Basic skills in reading, writing, listening, speaking, and computing
- (2) Self-understanding, self-knowledge, self-esteem, and decision-making
- (3) Independence and interdependence (human relations skills)
- (4) Exploratory experiences
- (5) **Cultural understanding**
- (6) Role of technology in our society

(b) All students must initially gain literacy according to their potential at the middle level. The program of studies shall be broad in scope and shall provide for a wide range in student rate, readiness, and potential for learning through a balanced program of experiences. It shall place emphasis upon the development of cognitive, psychomotor, and effective skills for all students plus the knowledge and competencies that establish bases for

understanding. The Learner Outcomes should be integrated throughout the program of studies. Such a program necessitates learning experiences in language arts, mathematics, science, social studies, health and safety, physical education, the fine arts, **foreign languages**, computer education, and technology education.

(1) The program shall facilitate the development of proficiency in:

- (A) Reading
- (B) Spelling
- (C) Expressing ideas
- (D) Speaking clearly
- (E) Writing
- (F) Information Skills
- (G) Solving problems
- (H) Keeping healthy
- (I) Listening
- (J) Basic computational skills
- (K) Quantitative and Spatial Thinking
- (L) Awareness of career opportunities
- (M) Mastering study skills
- (N) Using higher order critical thinking skills
- (O) Observing carefully
- (P) Participating effectively in groups
- (Q) Enjoying aesthetic experiences
- (R) Creative expression/fine arts

(2) The program shall facilitate behavior based upon:

- (A) Understanding and acceptance of self
- (B) Honesty and integrity
- (C) Loyalty to democratic ideals and processes
- (D) Responsibility for one's action
- (E) Appreciation and understanding of diverse cultures
- (F) Willingness to accept and effect desirable changes
- (G) Respect and concern for others
- (H) Effective use of time, money and natural resources
- (I) Social interaction skills

(c) In the implementation of the program, teachers shall utilize instructional strategies and techniques which are addressed to the special behavioral characteristics of emerging adolescent youth, based upon principles of human growth and development, and grounded in learning theory consistent with desired Learner Outcomes.

(d) The curriculum shall be broad in scope and shall provide for a wide range of rate and readiness and potential for learning through a balanced program of experience. It shall place emphasis upon the development of cognitive, psychomotor, and effective skills, knowledge and competencies that establish bases for understanding.

SUBCHAPTER 9. ADDITIONAL STANDARDS FOR SECONDARY SCHOOLS

PART 7. STANDARD IV: CURRICULUM AND INSTRUCTION

210:35-9-31. Program of studies

(a) Students will attain proficiency in the Learner Outcomes as defined in the *Minimum Competencies for High School Graduation from Oklahoma Public Schools* in order to receive a high school diploma.

(b) All students must initially gain literacy according to their potential at the secondary level. The program of studies shall be broad in scope and shall provide for a wide range in student rate, readiness, and potential for learning through a balanced program of experiences. It shall place emphasis upon the development of cognitive, psychomotor, and effective skills for all students plus the knowledge and competencies that establish bases for understanding. The Learner Outcomes should be integrated throughout the program of studies. Such a program necessitates learning experiences in language arts, mathematics, science, social studies, and comprehensive health. In addition it is recommended competencies in **foreign language**, speech-debate, fine arts, computer education, and practical arts/vocational education be attained.

(1) The program shall facilitate the development of proficiency in:

- (A) Reading
- (B) Spelling
- (C) Expressing ideas
- (D) Speaking clearly
- (E) Writing
- (F) Information Skills
- (G) Solving problems
- (H) Keeping healthy
- (I) Listening
- (J) Basic computational skills
- (K) Quantitative and Spatial Thinking
- (L) Awareness of career opportunities
- (M) Mastering study skills
- (N) Using higher order critical thinking skills
- (O) Observing carefully
- (P) Participating effectively in groups
- (Q) Enjoying aesthetic experiences
- (R) Creative expression/fine arts

(2) The program shall facilitate behavior based upon:

- (A) Understanding and acceptance of self
- (B) Honesty and integrity
- (C) Loyalty to democratic ideals and processes
- (D) Responsibility for one's action

- (E) Appreciation and understanding of diverse cultures
- (F) Willingness to accept and effect desirable changes
- (G) Respect and concern for others
- (H) Effective use of time, money and natural resources
- (I) Social interaction skills

(c) Every student at every high school shall have the opportunity to acquire all the competencies to matriculate at a comprehensive graduate institution of the Oklahoma State System of Higher Education without the necessity of enrolling at the university in secondary-level courses. Each student will have the opportunity to attain proficiency in the Learner Outcomes from the following areas:

- (1) **Language Arts** (4 units)
 - (A) English I (Con'd)
 - (B) English II
 - (C) English III
 - (D) English IV
- (2) **Mathematics** (3 units from the following)
 - (A) Algebra I
 - (B) Algebra II
 - (C) Geometry
 - (D) Trigonometry
 - (E) Calculus
 - (F) Math Analysis
- (3) **Science-Laboratory** (2 units from the following)
 - (A) Biology
 - (B) Chemistry
 - (C) Physics
 - (D) Or any lab science certified by the school district with the exception of General Science with or without a lab.
- (4) **Social Studies** (2 units)
- (5) **Elective Academic Units** (4 units) **Recommended units:**
 - (A) Foreign Language (2 years of the same language)
 - (B) The Arts
 - (C) Computer Education
 - (D) Economics
 - (E) English
 - (F) Geography
 - (G) Government
 - (H) History
 - (I) Mathematics
 - (J) Science
 - (K) Speech
 - (L) Sociology
 - (M) Psychology

(6) **College and/or university admission** also depends on:

- (A) Grade Point Average
- (B) ACT Score
- (C) And other factors.

(d) Until the North Central Association of Colleges and Schools has totally adopted outcomes-based accreditation, each school shall offer and teach at least 38 units or their equivalent each year in grades 9-12 which reflect the competencies in the Learner Outcomes: State Competencies for each content area including the areas listed below. In schools with other than a four-year organization, these units shall be offered and taught in conjunction with their affiliated schools containing those grade levels. Schools which average fewer than 75 students in each grade 9 through 12 may alternate course offerings over a two-year period provided that at least 34 units are offered and taught annually and that at least 38 units are offered and taught each two-year period. Written requests for variations in distribution of offerings required in standard (d)(1) through (d)(9) of this section will be considered by the State Board of Education. On recommendation of the State Board of Education, variations may be approved without citation in a school enrolling such a uniquely constituted student body that a different distribution is desirable.

(1) Language Arts: (must include English I-IV, may include Reading, Journalism, and Speech/Debate) 4 units

(2) Science: 4 units

(3) Mathematics: 4 units

(4) Social Studies: 4 units

(5) Foreign Languages: 2 units of same foreign language

(6) Fine Arts: at least one unit in Art and one unit in Music. (Instruction in unified humanities courses, if they include content in music, art, and drama, may be substituted in these areas.)

(7) Practical Arts: 4 units (such as business, industrial or vocational, technology education [Grades 9-10], homemaking, agriculture).

(8) Health and Physical Education: 1 unit

(9) Use of Computer Technology

(e) The educational program shall emphasize the following concepts:

- (1) Basic skills: reading, writing, listening, speaking, computing, quantitative and spatial thinking
- (2) Self-understanding, self-knowledge, decision-making, and self-esteem

- (3) Independence and interdependence
- (4) Exploratory experiences
- (5) Cultural understanding, multicultural education, democratic motivation
- (6) Human relations skills
- (7) Approaches to understanding effective leadership as an essential component in the core curriculum
- (8) Understanding law as a protector of basic democratic values and rights
- (9) Role of technology in our society

Definition of "Indian and Tribal Organizations

As defined in Public Law 93-638, the Indian Self-Determination and Education Assistance Act (1978), an "Indian" means a person who is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village, regional, or village corporation as defined or established pursuant to the Alaska Native claims Settlement Act (85 Stat. 688) which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. "Tribal organization" means the recognized governing body of any Indian tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community; to be served by such organization and which includes the maximum participation of Indians in all phases of its activities.